

INDIANA EARLY LEARNING ADVISORY COMMITTEE

Workforce and Professional Development Workgroup

Meeting Minutes Summary

June 11, 2015

MEMBERS

Kevin Bain

Melanie Brizzi

Charlie Geier

Beckie Minglin

Tammy Veselsky

Alonzo Weems

ADVISORY MEMBERS

John Burnett

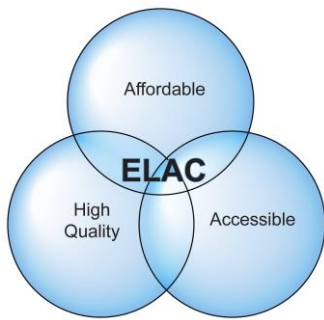
Connie Sherman

Attendees: Erin Kissling, John Burnett, Dianna Wallace, Hanan Osmon, Rena Broadnax (IAEYC guest), Kyle Wehmann, Becky Caruthers, Christina Van Osdol, Tammy Veselsky, Pat Clark, Fran Kipnis and Elena Montoya (guest presenters from Center for the Study of Child Care Employment, University of California, Berkeley)

Key Topics Discussed:

A. Higher Education Inventory Survey preliminary report results: Fran Kipnis

- **Research Question #1:** *Based on mapping, what is the population of early childhood degree programs in the state?*
- The report will give number of higher education institutions, number and type of early childhood degrees they offer, as well as some characteristics on those institutions; it will also provide a state map with degree programs outlined
- Indiana, like many other states, has a much higher proportion of Associate's and Bachelor's degree programs than graduate degrees.
 - a. What implications does this have for leadership pipeline of Early Childhood Education field? Yet to be determined.
 - b. Leadership always comes up as an issue when looking at gaps in the field, so it will be discussed at a later time.
- **Research Question #2:** *Do the higher education degree programs in the state offer the knowledge, skills, and experiences associated with effective teaching practices in program leadership?*
- To answer this, the survey asked about the goals of the program (whether it focused on childhood education or on child development); program content and age group focus; and effectiveness of degree programs (i.e., articulation between degree programs, alignment with state and local requirements, practicum experiences, etc.)
- Findings:
 - a. There are gaps in program content in all degree levels (administration and leadership), and in preparing practitioners to teach early learners about science and math
 - b. Associate's degree programs focused more on infant and toddlers; less likely to focus on preschoolers
 - c. The Kindergarten-third grade focus varied based on teacher certification criteria in the state.



INDIANA EARLY LEARNING ADVISORY COMMITTEE

MEMBERS

Kevin Bain

Melanie Brizzi

Charlie Geier

Beckie Minglin

Tammy Veselsky

Alonzo Weems

ADVISORY

MEMBERS

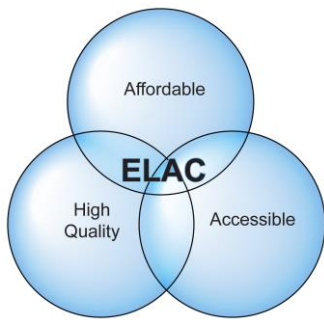
John Burnett

Connie Sherman

- d. Selection criteria were not necessarily based on quality indicators for selecting field sites or based on knowledge and experience of supervising teacher.
- e. Many programs were not structured differently for new vs. experienced supervising teachers.
- **Research Question #3:** *Do Indiana's degree programs have a faculty workforce ready to provide early childhood practitioners with the necessary knowledge and skills associated with teaching practices and program leadership?*
 - a. Asked faculty about current employment, professional development, demographics, and educational background
 - b. Findings – Teachers were primarily white, English speaking (which does not match the children they serve), middle-age/closer to retirement, etc.
 - c. Faculty reported being most interested in professional development around student diversity and use of technology
- **Research Question #4:** *Do the degree programs have resources to support student and faculty success?*
 - a. Survey asked about services offered to students and, according to faculty and program leaders, what resources would be helpful. Also asked what challenges are facing the degree program.
 - b. How do family engagement and early math development figure into degree programs?
 - i. Asked faculty importance of inclusion of these topics compared to other topics (social-emotional health, etc.), and their capacity to teach early mathematics.

Discussions:

- Higher Ed study did not capture compensation or benefits data.
- At some point in near future, we are going to need be able to recruit and keep people in this profession. There will need to be incentives for folks to pursue this profession. There are teacher shortages in almost every state. One reason this study was started was based on the debate on whether ECE is a profession that requires a higher degree and is worth the salary and compensation that goes with that.
- State funds the P-Pack for credentialing, but Indiana recognizes the CDA.
- Discussion of BA and Master's level teachers taking other jobs (clerical jobs) that pay more than teaching positions.
- We need a process to develop leaders and make them more effective. Leaders need to know how to engage and develop collectively. What is the



INDIANA EARLY LEARNING ADVISORY COMMITTEE

MEMBERS

Kevin Bain

Melanie Brizzi

Charlie Geier

Beckie Minglin

Tammy Veselsky

Alonzo Weems

ADVISORY MEMBERS

John Burnett

Connie Sherman

language? What is the approach for continuous improvement? Annie E. Casey has information/resources on this. Need to get out of the individual leader mentality.

- B. IAEYC recommendations for ELI strand project: Hanan Osmon gives brief overview. ELI will publically announce strategies and recommendations at end of June.

IAEYC worked with national experts to help formulate and ask the right questions and determined what has happened nationally in workforce and professional development. Interviewed stakeholders from across Indiana; qualitative methodologies (interviews and focus groups) were used.

- C. 2014 Indiana Child Care Workforce Study preliminary report: Dianna

- Studies have been done for 2005, 2010, and 2014.
- Surveys sent to family childcare providers, directors, and teachers in November 2014.
- Contracted with a data entry company and the Indiana Business Research Center, who sets up data input template. 2014 data was just received, analysis completed, and report is being pulled together.

Some Findings:

- 9% of Directors say they will not be in the field in 3 years, but would stay if the profession were viewed *as a profession* and if benefits were offered.
- 16% of teachers reported the same thing if higher wages offered.
- Big piece about health: All ECE staff reports working while sick. 61% of Directors reported that their centers do not provide any type of health insurance; 76% of teachers reported having health insurance, but of those, only 8% reported employer fully or partially provided insurance.
- National turnover rate is still 16%. (National average is 40%.)

Key Questions Raised:

1. For Fran: What was your format for presenting the Higher Ed Inventory Results to other state's ELAC? In NJ, she presented to entire council, 20-minute presentation focused on findings; in NH, presented just to workforce workgroup, 1 hour with ppt, then discussed how subcommittee could take the data and put into action items or recommendations to bring to their ELAC; and in CA/NY, presented to project funders.
2. For Fran: Have you been able to use the section of the Institute of Medicine (IOM) National Academy of Sciences report on Higher Ed recommendations? Yes and it will be integrated into the report.



INDIANA EARLY LEARNING ADVISORY COMMITTEE

MEMBERS

Kevin Bain

Melanie Brizzi

Charlie Geier

Beckie Minglin

Tammy Veselsky

Alonzo Weems

ADVISORY MEMBERS

John Burnett

Connie Sherman

3. For Fran: Have you looked at how higher education connects back to the K-12 system to see how early college credit can be offered and/or streamline that process for students? They did not address high school in this survey.
4. For Fran: Who is doing the Higher Ed research and making the recommendations on compensation? Marcie and Leah Austin.
5. For Fran: Our workforce subcommittee is putting together the picture of supply and demand and Indiana, and your work will help us paint of picture of what is available in terms of professional development (the supply). Have you presented both together before? No.
6. John B. to Becky C.: where are you seeing the need for people to be developed right now? BA credentialed teachers and infant toddler certificate; Associate of Science will be new trend, to replace the AAS
7. Are there federal dollars to be deployed in early learning profession? Grants Indiana should apply for? There are in the STEM field. Discussion of Workforce Investment Boards (WIB), work councils, WIOAs and investment in career technical education. "Workforce Investment Boards" are changing to WIOAs.
 - This would be a good conversation to have once the Lilly Endowment Partnerships for Early Learners \$20M goes away in 4 years.
8. Should we form a subcommittee to look at compensation piece?

Action Steps:

1. Fran Kipnis (UC Berkeley) will come give final Higher Ed Inventory Report to Higher Ed Forum on Thursday Sept 10th. May ask Workforce workgroup members to come to this in place of monthly meeting.
2. Will ask Fran to present to ELAC on Friday, Sept. 11th. Kyle will check with Kevin on this. Need 1 hour blocked off on agenda. (20-25 minute presentation for UC Berkeley, 15 minutes for Workforce Analysis presentation, and time for questions.)
3. July 9th workgroup meeting is cancelled as both co-chairs are out of town. At the August meeting, we will prepare for September 11th ELAC presentation. (Will schedule an extended 3-hr workgroup in August to prepare.)
4. Hanan agreed to provide a slide on compensation data to Kyle by August 10th.
5. Will request workgroup members to review updated workforce analysis presentation and provide input and discuss during August 13th meeting.



INDIANA EARLY LEARNING ADVISORY COMMITTEE

Next Meeting:

Thursday, August 13th, 1:00 pm - 4:00 pm (*extended meeting*)

Location: IAEYC, 4755 Kingsway Drive Indianapolis, IN 46205

Phone: 317-275-3516

Conference line: (800) 676-2060 Code: 105639 (*6 to mute, #6 to unmute)

MEMBERS

Kevin Bain

Melanie Brizzi

Charlie Geier

Beckie Minglin

Tammy Veselsky

Alonzo Weems

ADVISORY MEMBERS

John Burnett

Connie Sherman